Beynəlxalq məktəblərdə Qlobal Vətəndaşlıq Təhsilinin liberal perspektivləri

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Annotasiya. Məqalədə beynəlxalq məktəblərdə Qlobal Vətəndaşlıq Təhsilinin (QVT) — şəxsi azadlıq, ictimai məsuliyyət, təfəkkür genişliyi və mədəniyyət müxtəlifliyinə hörmət kimi liberal konsepsiyalar və dəyərlər üzərində formalaşmış sistemin gələcəyi müzakirə olunur. QVT-yə liberal yanaşma liberal təhsilin tənqidi düşünməyə və qeyri-instrumental məqsədlərdən istifadə etməyə imkan verən biliklərin və fikirlərin genişliyi, muxtariyyat kimi əsas komponentlərinə malik olacaq. Bu kontekstdə liberal yanaşmanın qeyri-instrumental məqsədi təkcə gələcəkdə özünün maliyyə stabilliyini təmin etmək və qlobal iqtisadi oyunçu olmaq üçün oxuyan deyil, dünyaya pozitiv dəyişikliklər qatmağa çalışan qayğıkeş, demokratik vətəndaşları yüksəltməkdir. Məqalədə, həmçinin, göstərilir ki, beynəlxalq məktəblərdə digər tədris fənləri ilə birlikdə QVT-yə liberal yanaşma potensial qlobal vətəndaşlar üçün qloballaşan dünyada effektiv fəaliyyət göstərməyə imkan verən hüquq və azadlıqların anlaşılmasını, bacarıqların genişliyini təmin edir. Qloballaşma prosesi bütün dünyada, o cümlədən Azərbaycanda təhsil sistemləri və dünyagörüşü dəyişdirmək üçün çətir kimidir. Eyni zamanda, beynəlxalq məktəblərdə QVT-yə liberal yanaşma qlobal demokratik cəmiyyət üçün daha uğurlu gələcəyin formalaşmasında mühüm rol oynaya bilər.

Açar sözlər:
qloballaşma, təhsil, qlobal vətəndaşlıq, liberal, müxtəliflik, qlobal cəmiyyət, beynəlxalq məktəblər.

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Liberal perspective of Education for Global Citizenship in International Schools

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Abstract. This article is focused on a liberal future of Education for Global Citizenship (EGC) in international schools, based on key liberal ideas and values, such as personal liberty, respect to diversity, responsible attitude towards humanity, as well as embracing breadth of knowledge and understanding. Liberal approach to EGC would possess core components of liberal education as breadth of knowledge and ideas, autonomy, that enables critical thinking and non-instrumental purpose. The non-instrumental purpose of liberal approach in this context is the aim the raise caring, democratic and engaged global citizens who will intend to bring positive changes to the world, rather than study exceptionally to secure financially stable future of themselves and become players of global economy. The article also demonstrate that liberal approach to EGC in international schools alongside with other curricular subjects provide a breadth of skills, understanding of rights and freedoms to potential global citizens allowing them to become prepared for efficient functioning in the globalising world. The process of globalisation is shown in this essay as an umbrella for changing education systems and visions around the world, including Azerbaijan. In its term, the liberal approach to EGC in international schools can play an important role in shaping more prosper future for global democratic society.

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Introduction

During recent years, spreading influence of globalisation has affected people's lives in many ways. One of the significant effects of globalisation has been the shift in some educational systems. This represents a trend in the concept of global citizenship education, especially in international schools, being reflected in their missions and visions; international schools in Azerbaijan are not an exception.

As many international schools in the world, and in particular International Baccalaureate (IB) schools (International Baccalaureate website) the missions of international schools in Azerbaijan reflect the significance of providing an environment where intercultural understanding and collaboration are significant elements of the learning process. Majority of them, teaching according to the international curriculum, being accredited by international organisations or attempting to receive that accreditation, acknowledge the importance of Education for Global Citizenship (EGC) in a modern changing world, and include it to the curriculum and school policy (International school of Azerbaijan, website). While approaches to EGC may vary due to the historical background of the state, government's aims and general understanding of citizenship typical for a particular nation, some core elements represent the purpose of EGC concept. These include a sense of belongingness to common humanity, respect for diversity, understanding of global issues and universal values such as equality and justice, furthering skills like conflict resolution and developing behavioral abilities to operate responsibly to reveal solutions to global challenges [UNESCO, 2014]. Although these aspects, altogether and separately, are central to EGC, the perspective they are represented through could vary due to demands of the globalising world, students and parents, missions, visions and goals of the schools, and lead to the different outcomes.

Methodology and research

During the last few decades the pressure of globalisation and integration of national economies towards global markets have severely affected almost all aspects of nation-states and communities, reshaping cultures as well as the purposes and goals of education. In the modern globalising world students are expected to develop the knowledge and skills that will make them able to function in global society [Banks, 2008]. International schools around the world being in demand due to increased worldwide migration and diverse communities provide education elaborated for culturally diversified students. Often, they would apply International Baccalaureate (IB) or similar curriculums that claim to represent an international perspective and are not underpinned by a particular national education system [Roberts, 2009]. Apart from an internationally oriented curriculum a considerable effect of globalisation on the policy of international schools is their stated mission to promote global citizenship. A majority of international schools as well as accrediting organisations such as the Council of International Schools (CIS) claim that they are committed to develop and foster global citizenship through education and will state that in their missions and visions. They would also often include in their missions the goals to promote democratic values and raise democratic citizens able to live and function effectively in multicultural international communities. Such promotion of democratic values might be effective when approached through the perspective of liberal education [Rowe, 2017].

The purpose of educating younger generations for global citizenship in the international schools providing relevant conditions for practicing concepts of global citizenships due to multicultural community, is to prepare pupils for the changing life in global world, and raise a concerned and caring individuals that will make world a better place. Also, education for global citizenship (EGC)

approached through liberal perspective has a capacity to promote democratic values through education, being a tool for raising democratic citizens. Liberal education empowers people and prepares them to deal with diversity and change, emphasizing the broad understanding of the wider world, including culture and society. Truly liberal education teaches to live responsible and creative live in a constantly changing world [Association of American Colleges and Universities, 1998]. Thus, the liberal vision applied to teaching EGC may bring us preferable results in the future, by supporting educators in their aim and effort to bring up humans whose life and professional activity will be not only for their own good but also for the benefit of our world. The other aspect of a strong liberal education is that it includes shaping a concern for others and for the future, as well as bringing up a democratic and global knowledge and engagement [Zinser, 2004]. Therefore, educators being aware of liberal ideas may use this theory in order to support EGC policy, lessons and activities in international schools, as concern for the future of society and global engagement are core for the concept of global citizenship.

Initial aims and components of EGC also reflect the purposes of liberal education, therefore would be more productive to teach and represent EGC within liberal lenses. One of the key common goals of both liberal education and EGC is to raise citizens that will serve community they live in as well as the global society.

The other important aim of EGC is securing democratic values and promoting democratic ideas. Rowe (2017) mentioned that liberal education is a preparation for democracy as well as one of the core forms of democratic practice. He argues that the communities where diversity and association are mutually reinforced and openness to a new truth arises from a dialogical encounter are key aspects of democracy. International schools around the world, including Azerbaijan, as for their purpose, aim to provide multicultural environment, where the model of relations between diverse communities is recreated and the need for a dialog between them is a part of daily life as well as the tool to resolve the conflicts. Teaching global citizenship from the liberal perspective could enable a wide range of possibilities to raise future members of democratic society, whose belief in democratic values will continuously affect their way of life, decision making process and way they treat others. Thus, the liberal approach to the EGC should be seen as a tool for development of a more liberal and democratic global society.

According to my professional experience I would confirm that international communities at schools enable the practice of personal freedom, especially the freedom of expression. Children from the minor cultural groups in majority of local international schools are free to share their cultures, experience and represent their values and traditions both in a daily routine and through the range of projects, especially those linked to EGC. Hereby, EGC represented through liberal perspective in a smaller multicultural communities as international schools, reflecting values as respect, tolerance and personal freedom, and directed towards raising better global citizens, rather than concentrated on the demands of global markets, may serve to prepare students for life in a diverse global society promote democratic attitudes around them.

Nussbaum (2010) mentioned that due to raise of international interdependence global problems have no hope to be solved unless «people once distant come together and cooperate in the ways they have not before» (p.79). She gives example of the issues as a global warming, protection of environment and animals, protection children from trafficking, forced and sexual abuse and movement of labour that can only be resolved through international deliberations. She also stated that students should be educated to effectively take part in this kind of discussions

and should position themselves as a 'citizens of the world'. EGC can serve as a platform in the international schools to prepare students for positioning themselves as 'citizens of the world', as it initially aims to develop in students attitude and ability to act collaboratively and responsibly to resolve global challenges and is focused on the global community's responsibility to protect the Earth [UNESCO, 2014]. The achievement of these goals in the foreseen future might only be possible if the potential global citizens will possess and intend to promote and spread further the ideas and values as equality, justice and empathy and responsibility to build make the world a better place, at the same time valuing cultural diversity and believing in a right to freedom of every human being regardless her background.

The preferable future of EGC cannot be imagined without the purpose to bring up a generation where global citizens are investing their effort, knowledge and attitude to secure the peace in the world. Globalisation has not only affected the local and international systems, movement of people and increased the level of international collaborations, but also alongside with technological progress, allowed people around the globe to stay informed about global issues, including military conflicts, civil wars and refugee crises. The destructions as wars, terrorism and failure of security systems taking place all around the globe, followed by the rise of intolerance, racism and violation of human rights, should be treated on the initial level, educating future generations about the humanistic values, respectful and responsible attitude and empathy toward others and the environment, the ability and willingness to solve problems on all levels through communication and dialogues, and treating all humans as equals. Educators can use EGC developed and taught through liberal lenses as a platform to apply this approach. One of the key characteristics of EGC is to educate pupils to think critically and analyse circumstances before making any decisions or judgments, to challenge injustice and inequalities, approach conflict resolution through cooperation and communication, and act responsibly [Oxfam, 2006a, in Roberts, 2009]. EGC is often associated within the rubric of peace education, as it applies a versatile approach introducing the concepts and theories as human rights education, education for peace and sustainable development, as well as education for international understanding. Moreover, EGC aims to deepen knowledge of universal values as justice, equality, and to foster sense of solidarity and conflict resolution skills [Unesco, 2014]. Nussbaum (2010) mentioned that critical argument provide a sense of responsibility to people, as they would not just accept or refuse the simplistic rhetoric stated by politicians relying on the preceding ideological commitment. They would rather analyse, investigate and argue, thinking for themselves, and would ascertain whether the other side of the dispute shares common ideas as their own, and this approach would lead towards understanding and respect. Hence, by appreciating liberal values and fostering them throughout EGC in international schools, rather than concentrating only on providing skills and knowledge for earning profit and becoming competitive working forces in a globalising world, educators and policy makers will play role in preparing future generations to preserve peace and security in the world, as well as respect human rights and appreciate diversity.

Conclusion

EGC taught through liberal perspective in international schools is likely to provide students with a broad range of skills, attitudes and knowledge, allowing preparing them for changing life in a global world, becoming democratic, responsible and genuinely concerned citizens serving global society. At the same time liberal approach to EGC in international schools alongside with other curricular subjects provide a breadth of skills and

knowledge, understanding of rights and freedoms to potential global citizens allowing them to become prepared for efficient functioning in the globalising world. Thus, the liberal approach to EGC in international schools can play a significant role in shaping more prosper future for global democratic society, as well as raising intelligent, engaged and concerned citizens of the world, who will bring positive changes to this society.

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